

Meadowfield Elementary

525 Galway Lane
Columbia, South Carolina 29209

Grades	PK-5 Elementary School	
Enrollment	588 Students	
Principal	Paula Stephens	803-783-5549
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	30	63	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	Yes

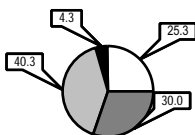
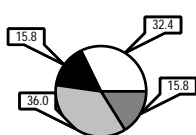
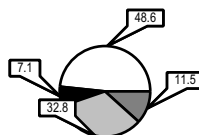
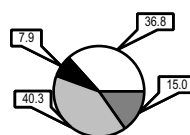
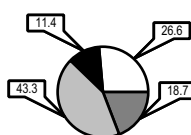
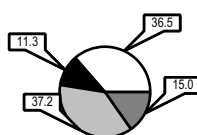
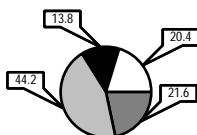
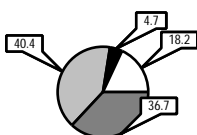
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	289	99.7	25.1	40.2	30.3	4.4	49.0	Yes	Yes
Gender									
Male	157	99.4	37.6	34.6	26.3	1.5	36.8	N/A	N/A
Female	132	100.0	11.0	46.6	34.7	7.6	62.7	N/A	N/A
Racial/Ethnic Group									
White	66	98.5	12.1	25.9	48.3	13.8	70.7	Yes	Yes
African American	213	100.0	29.4	45.5	24.1	1.1	41.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	234	100.0	16.4	43.5	34.8	5.3	56.0	N/A	N/A
Disabled	55	98.2	65.9	25.0	9.1	0.0	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	289	99.7	25.1	40.2	30.3	4.4	49.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	289	99.7	25.1	40.2	30.3	4.4	49.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	100.0	34.2	42.5	21.9	1.4	39.0	Yes	Yes
Full-pay meals	120	99.2	12.4	37.1	41.9	8.6	62.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	289	99.7	31.9	36.3	15.9	15.9	41.8	Yes	Yes
Gender									
Male	157	99.4	33.8	39.8	15.8	10.5	36.8	N/A	N/A
Female	132	100.0	29.7	32.2	16.1	22.0	47.5	N/A	N/A
Racial/Ethnic Group									
White	66	98.5	12.1	25.9	24.1	37.9	67.2	Yes	Yes
African American	213	100.0	39.0	39.6	12.8	8.6	33.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	234	100.0	24.2	38.2	18.4	19.3	48.8	N/A	N/A
Disabled	55	98.2	68.2	27.3	4.5	0.0	9.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	289	99.7	31.9	36.3	15.9	15.9	41.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	289	99.7	31.9	36.3	15.9	15.9	41.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	100.0	39.7	41.1	13.0	6.2	28.8	Yes	Yes
Full-pay meals	120	99.2	21.0	29.5	20.0	29.5	60.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	290	99.7	48.4	32.9	11.5	7.1	18.7
Gender							
Male	157	100.0	50.7	34.3	9.7	5.2	14.9
Female	133	99.2	45.8	31.4	13.6	9.3	22.9
Racial/Ethnic Group							
White	66	100.0	25.4	32.2	16.9	25.4	42.4
African American	214	99.5	56.7	33.2	9.6	0.5	10.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	235	99.6	42.0	36.2	13.5	8.2	21.7
Disabled	55	100.0	77.8	17.8	2.2	2.2	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	99.7	48.4	32.9	11.5	7.1	18.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	290	99.7	48.4	32.9	11.5	7.1	18.7
Socio-Economic Status							
Subsidized meals	170	99.4	58.9	31.5	8.9	0.7	9.6
Full-pay meals	120	100.0	34.0	34.9	15.1	16.0	31.1

Social Studies							
All Students	290	99.7	36.5	40.5	15.1	7.9	23.0
Gender							
Male	157	100.0	44.8	35.1	13.4	6.7	20.1
Female	133	99.2	27.1	46.6	16.9	9.3	26.3
Racial/Ethnic Group							
White	66	100.0	18.6	30.5	25.4	25.4	50.8
African American	214	99.5	43.3	43.9	11.2	1.6	12.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	235	99.6	29.5	43.5	17.4	9.7	27.1
Disabled	55	100.0	68.9	26.7	4.4	0.0	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	99.7	36.5	40.5	15.1	7.9	23.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	290	99.7	36.5	40.5	15.1	7.9	23.0
Socio-Economic Status							
Subsidized meals	170	99.4	45.9	36.3	15.8	2.1	17.8
Full-pay meals	120	100.0	23.6	46.2	14.2	16.0	30.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	90	100.0	14.5	38.6	38.6	8.4	47.0
	4	97	100.0	18.9	53.3	25.6	2.2	27.8
	5	104	100.0	29.5	41.1	29.5	0.0	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	99.1	18.5	29.3	46.7	5.4	52.2
	4	79	100.0	21.1	40.8	32.4	5.6	38.0
	5	99	100.0	35.2	51.1	11.4	2.3	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	90	98.9	15.7	56.6	19.3	8.4	27.7
	4	97	100.0	26.7	45.6	17.8	10.0	27.8
	5	104	100.0	38.9	31.6	12.6	16.8	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	99.1	25.0	32.6	22.8	19.6	42.4
	4	79	100.0	21.1	43.7	12.7	22.5	35.2
	5	99	100.0	47.7	34.1	11.4	6.8	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	90	100.0	32.5	49.4	12.0	6.0	18.1
	4	97	100.0	42.2	43.3	7.8	6.7	14.4
	5	104	100.0	52.6	24.2	6.3	16.8	23.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	100.0	39.8	37.6	16.1	6.5	22.6
	4	80	98.8	43.7	29.6	18.3	8.5	26.8
	5	99	100.0	61.4	30.7	1.1	6.8	8.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	90	100.0	14.5	50.6	26.5	8.4	34.9
	4	97	100.0	16.7	66.7	11.1	5.6	16.7
	5	104	100.0	46.3	33.7	7.4	12.6	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	111	100.0	23.7	40.9	23.7	11.8	35.5
	4	80	98.8	26.8	46.5	18.3	8.5	26.8
	5	99	100.0	58.0	35.2	3.4	3.4	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	1.9%	Down from 2.8%	2.7%	2.8%
Attendance rate	96.8%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 13.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 10.0%	0.0%	0.0%
Eligible for gifted and talented	15.5%	Down from 17.1%	11.2%	10.4%
On academic plans	33.5%	N/AV	36.3%	33.6%
On academic probation	26.0%	N/AV	1.5%	1.0%
With disabilities other than speech	11.0%	Down from 12.3%	8.4%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	62.2%	Up from 50.9%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.8%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	2.6%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 89.3%	88.1%	87.3%
Teacher attendance rate	94.3%	Down from 94.5%	94.7%	94.9%
Average teacher salary	\$45,546	Up 3.2%	\$42,508	\$42,485
Prof. development days/teacher	11.5 days	Up from 10.0 days	14.0 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.8 to 1	18.3 to 1	18.6 to 1
Prime instructional time	89.2%	Down from 90.3%	89.6%	89.7%
Dollars spent per pupil*	\$6,339	Up 9.0%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	76.1%	Down from 77.5%	63.5%	64.0%
Percent of expenditures for instruction*	82.7%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Up from 93.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A new five-year School Renewal Plan directed efforts in growth toward goals in student achievement, teacher and administrator quality, and school climate.

We exhibited enhancement of the balanced literacy instructional approach as Meadowfield students won the most awards of any Richland One school in the District's Visual Literacy Awards Contest. Our students also met an additional school-wide reading challenge by winning USC's Reading with the Lady Gamecocks competition. We selected Accelerated Math to provide individualized enrichment, guided practice, and assessment for students in third, fourth, and fifth grade. Students in these grades also received inquiry-based science instruction in weeklong concentrated lab settings using a revised science schedule.

All teachers were involved in research to address the disparity in student achievement among diverse populations. This research included the Association for Supervision and Curriculum Development's publication, Closing the Achievement Gap. Faculty presented, modeled and applied strategies based on their research. We used a site-based operational model as school committees and team leaders managed school activities and provided input for decision making. Faculty attended an annual off-site retreat for planning the school year. To foster vertical curricular alignment and planning, we established an on-line communication system for teachers to post weekly lesson plans. Our Professional Development School partnership with the University of South Carolina focused on promoting the principles of democracy in schools.

The National Paideia Center and Richland County School District One selected Meadowfield to be the first school in South Carolina to implement the Paideia model of instruction, a transition that will occur over the next three years. As part of this process, faculty conducted visits to existing Paideia Academies, held community meetings, and conducted an interest survey of parents and teachers, which resulted in a 90% approval rate for the plan.

Meadowfield was recognized as a South Carolina Red Carpet School, and our school/community engagement flourished through partnerships with the PTO, Junior League of Columbia's Smart Matters, V.A. Hospital Lunch Buddies, Fort Jackson and Midlands Tech Volunteers, and college student internships. Efforts to promote student self-management continued through our Building Better Mustangs character education program, Cooperative Discipline, and our Mustang Counts school expectations incentive program. Opportunities for extra-curricular student participation included service-learning projects, Friendly Helpers, Recess Patrol, Student Council, Mustang News Broadcasters, Mustang Chorus, and World Music Ensemble.

Paula Stephens, Principal
Linda Powell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	85	32
Percent satisfied with learning environment	86.4%	81.9%	83.3%
Percent satisfied with social and physical environment	91.1%	82.4%	83.9%
Percent satisfied with school-home relations	86.7%	91.6%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.